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Michigan Merit Examination

Guide to Reports

Spring 2007

MICHIGAN Department of Education

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INTRODUCTION

This guide was developed to assist educators in understanding and using the Spring 2007 Michigan Merit Examination (MME) results.

Because the MME is new for Spring 2007, all of the reports are also new. The Michigan Department of Education (MDE), Office of Educational Assessment & Accountability (OEAA), has attempted to create MME reports that are as similar as possible to the previous High School MEAP reports. However, the MME is a considerably different assessment program than the MEAP, so there are some key differences in reports.

The reports prepared for the MME include both individual level reports (Parent Report Pamphlets, Individual Student Reports, Student Rosters, and Student Record Labels) and aggregate level reports (Demographic Reports, Summary Reports, and Comprehensive Reports).

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three student population groups: all students, students with disabilities, and all except students with disabilities.

Reports sent included in District and School packets are listed in the table on the next page. Included in the table is a brief description of each report, a list of the student populations represented in the report, and the report distribution. Detailed descriptions and key components of the reports are provided in Section 3 of this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

Spring 2007 MME Report List

Report Title	Type..... Sent To	Description
Student Roster	Student ..... School	MME scale scores, MME performance levels, and detailed information by MME strand for each student on the roster (with a separate report for each subject)
Student Record Label	Student ..... School	MME scale scores and MME performance levels by subject in label format for student record folders
Parent Report	Student ..... School	MME scale scores, MME performance levels, MME strand scores, ACT scores, and WorkKeys scores by subject
Individual Student Report	Student ..... School	MME scale scores, MME performance levels, MME strand scores, MME constructed response item scores, ACT scores, and WorkKeys scores by subject
Demographic Report*	School ..... School, District District ..... District State..... **	MME mean scale scores and MME percentages in each performance level by subject for demographic subgroups with 10 or more students
Summary Report*	School ..... School, District District ..... District State..... **	MME mean scale scores, MME percentages in each performance level, MME strand score frequencies, and MME constructed response item score frequencies by subject
Comprehensive Report	District ..... District ISD ..... **	MME mean scale scores and MME percentages in each performance level by subject. District reports display one row of data for the district and one row for each school in the district. ISD reports display one row of data for the ISD and one row for each district in the ISD.

* Separate reports are produced for three groups:
(1) all students
(2) students with disabilities
(3) all except students with disabilities.

** Produced only in PDF form for retrieval from State web sites.

SECTION 1: SCORING

There are several scores that are reported on the Michigan Merit Examination (MME) for each subject. Students also receive a score for each item they complete. The criteria for scoring individual items are set by Michigan educators for the Michigan components. The criteria for scoring individual items on the ACT and WorkKeys are set by ACT, Inc., the developer of the ACT and WorkKeys.

Definitions

Item Scores (MME)

There are two types of items on the MME, Multiple Choice (MC) and Constructed Response (CR). Item scores are used to create strand scores and used in the statistical models that result in scale scores. Item scores are treated the same in the statistical model used to create scale scores whether the items come from the ACT, WorkKeys, or the Michigan components of the MME.

Multiple Choice Item Scores (MME)

The majority of the MME is comprised of MC items. On these items, students select one of four options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on a multiple choice item, while students who select other options or did not respond receive a score of zero (0). Multiple-choice items are scored by computer.

No individual MC item scores are reported on any reports because of security requirements of the ACT and WorkKeys.

Constructed Response Item Scores (MME)

Two items on the MME are CR items: the ACT writing prompt and the Michigan social studies writing prompt. On these items, students are presented with a prompt indicating what they should write about and how the responses will be scored (see **scoring rubrics** following these definitions). Each individual student's response is scored according to the scoring rubric.

On the ACT writing prompt, attainable scores range from 2-12 for scored responses. Dashes (--) are reported where student responses were not scorable, as well as a condition code indicating why the response was not scorable. Where applicable, comment codes are also reported indicating the reasons that individual students received the scores they did.

On the Michigan social studies writing prompt, two raters independently score each student's response for social studies content on a scale from 0-5. In addition, two other raters independently score each student's response for writing content on a scale from 0-6. Responses that are not scorable are given a score of zero (0), and a condition code is reported indicating why the response was not scorable. Where applicable, comment codes are also reported indicating the reasons that individual students received the scores they did.

All constructed-response items requiring extended written responses are evaluated by human scorers. The technique used in English language arts (ELA) is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or 'whole' impression and assign a score. The technique used in social studies is analytic scoring in which responses must meet specific criteria. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Because these are large-scale, high-stakes assessments, OEAA staff have taken every step possible to minimize scoring subjectivity.

Pearson Educational Measurement (PEM) has been hired as the contractor for the handscoring of the Michigan social studies prompt. ACT, Inc. is responsible for the handscoring of the ACT writing prompt.

Because of the proprietary nature of the ACT writing prompt and the ACT handscoring process, they cannot be reviewed in detail here. However, the PEM process has been designed collaboratively by PEM and by OEAA. In that process, scorers receive extensive training and must pass a qualifying test before being permitted to score student responses. During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

There are a number of control measures taken to promote scoring consistency and quality. On the MME, every constructed-response is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not within one point of each other, the response is sent to a third scorer with more training and experience for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

CR item scores are reported on individual student and aggregate reports.

Scale Scores (MME)

MME scale scores are calculated for each subject: reading, writing, mathematics, science, and social studies. The overall MME ELA scale score is the average of the reading and writing scale scores. It is typically not appropriate to compare scale scores from different subjects.

MME scale scores are created from statistical models that make use of individual student scores on Multiple Choice (MC) and Constructed Response (CR) items to model students' overall achievement on each subject. MME scale scores are equated from year to year and form to form, meaning that any differences in the difficulty of items from one year to the next or from one form to the next are accounted for in the statistical model. MME scale scores from the same subject can be compared against each other regardless of the year or form of the MME the student took.

The MME scale scores are explained in greater detail in section 2 of this Guide to Reports.

Strand Scores (MME)

MME strand scores are reported as the number of points earned in a particular sub-content area (e.g. the number of points earned in "probability and discrete mathematics" as a sub-content area of mathematics). Unlike scale scores, the strand scores are not equated from year to year. Therefore, strand scores cannot be compared from year to year. In addition, the items from one strand may be of very different difficulty than the items from another strand, so it is not appropriate to compare scores from different strands within the same year.

Strand scores from within the same subject can be validly interpreted in relationship to the average strand score. For example, for a student who scores far above the average score on one strand, but far below the average score on another strand, it is reasonable to interpret the scores as indicating that the student has greater needs in the strand where he or she scored far below average.

Performance Levels (MME)

A performance level is a range of scale scores that corresponds to student achievement levels. The MME student achievement levels are (1) Exceeded Michigan standards, (2) Met Michigan standards, (3) Basic Understanding, and (4) Apprentice. The divisions between the levels are called *cut scores*.

The cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state. This panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. The Michigan State Board of Education approves the final cut scores and performance level ranges.

The performance levels can be reasonably compared across subjects to indicate whether students are meeting Michigan performance expectations in each subject.

ACT Scores

The ACT composite score is an overall college readiness score that is created from the ACT scores in English, Reading, Mathematics, and Science. The ACT overall, English, Reading, Mathematics, and Science scores all range from 1 to 36.

The ACT Writing score is derived from the scores on the writing prompt administered as an add-on to the regular ACT assessment. It is scored from 2-12 for student responses that are scorable, and is scored as dashes (--) for responses that are not scorable (along with a condition code indicating why the response was not scorable).

WorkKeys Scores

The WorkKeys scores are indicators of work readiness in applied mathematics and reading for information. The scores range from <3 to 7. The WorkKeys scale cannot reliably distinguish between students scoring less than a 3. For this reason, a <3 symbol is reported for all students with scores of less than 3.

Scoring Rubrics

The Michigan social studies persuasive civic writing prompt is scored for both social studies and writing content. The rubrics used for scoring this item are provided on the following pages. The ACT extended writing prompt rubric is not presented here because it is proprietary information of ACT, Inc.

Michigan Merit Examination

English Language Arts Scoring Rubric

Points	Description
6	The response takes a position on the issue in the prompt, shows clear understanding of that issue, and maintains focus across the response. The position is supported thoroughly and consistently with specific, logical reasons and/or examples. The response may demonstrate insight and complexity by evaluating various implications of the position and/or by responding to arguments that differ from the writer's position. Organization is well controlled, with a logical sequence of reasons and strong transitions and relationships among reasons. The response shows a good command of varied, precise language that supports meaning. Few, if any, errors distract the reader.
5	The response takes a position on the issue in the prompt, shows clear understanding of that issue, and is focused through most of the response. The position is supported with specific logical reasons. The response may show recognition of complexity by partially evaluating implications of the issue, or by responding to arguments that differ from the author's position. Organization is generally controlled, with occasional lapses in sequencing and/or relationships among reasons. Language is competent and supports meaning. Errors are rarely distracting.
4	The response takes a position on the issue in the prompt, shows an understanding of that issue, and is generally focused. The position is supported adequately, and may be an uneven mixture of general and specific reasons. The response may show some recognition of complexity by responding to some arguments that differ from the writer's position. Some organization is evident in the sequencing and relationships of reasons. Language is adequate. Errors may distract, but do not interfere with meaning.
3	The response takes a position on the issue in the prompt, shows some understanding of the issue in the prompt, but may not remain focused. The position is supported with reasons that may be limited and/or repetitious. The response may also mention an argument that opposes the writer's position. Organization may be uneven, but there are clusters of sequenced and related reasons. Language may be limited. Errors may occasionally interfere with meaning.
2	The response takes a position, but shows little understanding of the issue in the prompt, or takes an unclear position. Support may be so minimal or unclear that organization may not be apparent. Language may be simple. Errors may interfere with meaning.
1	The response takes no position, or takes a position with no support, showing little or no understanding of the issue in the prompt. There is little or no evidence of an organizational structure, or of sequencing and connecting reasons. Language may be limited and contain errors that detract from meaning.
0	A Off topic B Illegible or written in a language other than English C Blank or refused to respond

Social Studies Scoring Rubric

Points	Description
5	**The supporting prior knowledge, data, and core democratic value used by students must be explained in enough detail to show a clear connection to the position taken in order to receive credit. In order to receive a 5-point score, the response must:** 1. Give a clearly stated position on the issue and support their position • Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide 2. Provide at least one supporting point that is based on core democratic values of American constitutional democracy that is explained in enough detail to show a clear connection to the position taken. • Do not accept if this support contradicts stated position 3. Provide one (or more) piece(s) of accurate, valid, and relevant supporting social studies information that comes from the student's prior knowledge (information other than that supplied by the Data Section or a Core Democratic Value) that is explained in enough detail to show a clear connection to the position taken. • Do not accept feelings or opinions. Support must be factual. • Do not accept if this support contradicts stated position 4. Provide one reason that acknowledges an argument from the opposing viewpoint and refutes that argument. • Do not accept merely an acknowledgment that opposing viewpoints exist. 5. Provide one (or more) piece(s) of accurate, valid, and relevant supporting information from the Data Section that is explained in enough detail to show a clear connection to the position taken. • Do not accept if this support contradicts stated position
4	**In order to receive a 4-point score, the response must:** • Give a clearly stated and supported position on the issue, and • Contain at least 3 of the remaining 4 elements listed above.
3	**In order to receive a 3-point score, the response must:** • Give a clearly stated and supported position on the issue, and • Contain at least 2 of the remaining 4 elements listed above.
2	**In order to receive a 2-point score, the response must:** • Give a clearly stated and supported position on the issue, and • Contain at least 1 of the remaining 4 elements listed above.
1	**In order to receive a 1-point score, the response must:** • Give a clearly stated and supported position on the issue.
0	Response shows no evidence of a clear position or the position is not supported in any way.

Michigan Merit Examination

Score Categories and Scale Score Ranges

Spring 2007

SUBJECT	Grade 11	Level 4 Apprentice	Level 3 At Basic Level	Level 2 Met Michigan Standards	Level 1 Exceeded Michigan Standards
MATHEMATICS	**Grade 11**	(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)
SCIENCE	**Grade 11**	(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)
SOCIAL STUDIES	**Grade 11**	(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)
ENGLISH LANGUAGE ARTS	**Grade 11 Reading**	(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)
	Grade 11 Writing	(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)
	Grade 11 Total ELA*	(950-1064)	(1065-1099)	(1100-1151)	(1152-1250)

*The Total ELA scale score is the average of the reading and writing scale scores.

SECTION 2: EXPLAINING THE MICHIGAN MERIT EXAMINATION SCALE SCORE

There are three important questions about the new Michigan Merit Examination (MME) score scale that are answered in this section. They are:

1. What is the relationship between ACT, WorkKeys, and MME scores?
2. What is the relationship between the MME score scale and the Michigan Educational Assessment Program (MEAP) High School Test score scale?
3. What is the relationship between the number of points earned on the MME and the scale score?

What is the relationship between ACT, WorkKeys, and MME scores?

Although students who took the MME receive separate ACT and WorkKeys scores, the ACT and WorkKeys scores themselves are *not* part of the MME score. The MME score is derived from the *complete set of items* answered by each student for each subject regardless of where those items come from (the ACT, WorkKeys, or Michigan components).

All cut scores (e.g. the scores that indicate a student's proficiency level) have been set on the overall MME score. Although ACT and WorkKeys scores are correlated with the MME scores, ACT and WorkKeys scores cannot be used to determine students' performance levels on the MME.

What is the relationship between the MME score scale and the high school MEAP score scale?

The MME is not on the same scale as the high school MEAP because it is a remarkably different assessment.

The high school MEAP score scale ranged from approximately 50 on the low end to 1100 on the high end, with the lowest and highest scores depending upon the subject. On the high school MEAP score scale, a score of 500 was the cut score for "Basic." A score of 530 was the cut score for "Met Michigan Standards."

The MME score scale ranges from 950 to 1250 for all subjects, and the cut score for "Met Michigan Standards" is 1100 for all subjects.

Even with the differences among the assessments, there is still a strong but imperfect, relationship between the high school MEAP scale and the MME scale. To display the relationships, a "concordance" between the old MEAP scale and the new MME scale has been created, showing the *most likely* MEAP score for a student achieving a given score on the MME, and vice versa. These concordance tables will be released at the same time as the MME scores.

The MME score scale was created so that the high school MEAP "Met Michigan Standards" cut score is approximately equivalent to the new MME "Met Michigan Standards" cut score. This equivalency is explained here in more precise terms:

- The old MEAP high school cut score was 530.
- The new MME cut score is 1100.
- A score of 1100 on the MME has very nearly the same meaning as a 530 on the old high school MEAP.
- Therefore, it is expected that the impact of the new MME scale should be minimal in terms of the percentages meeting or exceeding Michigan standards for Adequate Yearly Progress (AYP) purposes.

There are two reasons for developing the MME scale as described above. They are:

1. The MME and high school MEAP are very different assessments which should be reflected in their reporting scales.
2. The MME scale score was created to be consistent with the elementary and middle school achievement scales for MEAP, with the cut score for passing (the "Met Michigan standards" cut score) being the grade level of the assessment multiplied by 100. The MME is administered in grade 11, hence the cut score is 1100.

What is the relationship between the number of points earned on the MME and the scale score?

On the high school MEAP, there was a table that described a one-to-one relationship between the number of points earned by a student and the scale score earned by the student, meaning that all that is needed to know a student's scale score is the number of points earned by the student.

This one-to-one relationship between points earned and scale score is a by-product of the statistical scoring model used for scoring the high school MEAP. That scoring model worked relatively well for the high school MEAP, but is problematic for the MME for two reasons:

1. The items on the MME tend to be significantly harder than the items on the high school MEAP. The increased difficulty tends to lead to higher levels of guessing on items by students. The scoring model for the high school MEAP does not account for guessing behavior.
2. The items on the MME vary widely in their ability to distinguish between students with high and low achievement. Therefore, some items give significantly more information about the level of achievement of individual students than other items. The variation in the information provided by each item was not incorporated in the high school MEAP scoring model.

Not accounting for these realities in the scoring model can result in inaccurate scores for a significant number of students. Therefore, a new statistical scoring model has been applied to the MME. This model takes into account the increased level of guessing on the MME. It also incorporates differences in information about student achievement provided by different items. This new model is well-researched, well-validated, and well-implemented in many testing programs.

In this more sophisticated model, there is still a strong relationship between the number of points earned and the scale score received by an individual student, but it is no longer a one-to-one relationship. Students who earn the same number of points will not necessarily have the same scale score, although the scale scores will be similar. Two concrete examples showing how this can occur are given below:

A. Jane and John both earned 25 out of 50 points, but Jane earned a higher scale score. For the most part, both John and Jane got the same items right and wrong, but there were some items on which they differed. The few items that only Jane answered correctly provide a lot of information about whether a student is a high achiever. The items that only John answered correctly were less informative about students' level of achievement. Therefore, Jane's scale score was slightly higher than John's.
B. Betty and Bill both earned 29 out of 50 points, but Bill earned a higher scale score. For the most part, both Bill and Betty got the same items right and wrong, but there were some items on which they differed. The few items that only Betty answered correctly had correct answers that were relatively easy to guess. On the other hand, the items that only Bill answered correctly had correct

answers that were quite difficult to guess. Therefore, Bill's scale score was slightly higher than Betty's.

In the new MME scoring model, it is the *pattern* of correct and incorrect responses that determines a student's scale score rather than the *number of points* earned by that student. This reflects that there are many different ways to earn the same number of points, some of which indicate greater achievement than others.

For those who appreciate this type of information, the high school MEAP used a simple Item Response Theory (IRT) model: the Rasch Partial Credit (1-parameter) model. In contrast, the MME uses a more sophisticated IRT model: the Generalized Partial Credit (3-parameter) model. There were two strong practical reasons for selecting the 3-PL model over the Rasch model.

First, the ACT items tend to be harder than the items on the old high school MEAP, and therefore, students are more likely to guess on those items. The more sophisticated model adjusts to some degree for guessing behavior (but it does not penalize students for guessing).

Second, with the high school MEAP, the Michigan Department of Education (MDE) was able to control the construction of the test to maximize fit to the Rasch model, which makes a strong assumption that all items in an assessment are equally related to overall achievement. With the MME, the items used for at least half of each subject lie outside the control of MDE, and the fit to the Rasch model cannot be maximized through regular test construction practices. The more sophisticated model incorporates the degree to which individual items are related to the overall set of items being used to measure student achievement rather than making the assumption that all items are equally informative about student achievement.

SECTION 3: REPORT DESCRIPTIONS

Michigan Merit Examination
Sample Reports
Spring 2007

The sample reports included in this Guide to Reports are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific assessment item, or any specific student, school, or district.

English Language Arts and Social Studies Student Rosters

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student scores for each strand and benchmark assessed within each content area. This report may include multiple pages to report all strands and benchmarks. Page numbers are printed in the center at the bottom of each report page. Sample English language arts and social studies student rosters are presented on the following three pages.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the content area. The teacher name, class/group code, the school name and code, and the district name and code are also provided.

Section B lists each student's name followed by their Unique Identification Code (UIC) and Date of Birth (DOB). The list of students is broken out by the administration in which they participated: Initial, Makeup, Accommodated, or other (the emergency administration or any combination of multiple administrations). The number of students participating in each administration is also reported.

Section C provides the following information for reading, writing, and total ELA, or Social Studies detailed by student:

- Scale score
- Performance level
- The following information by strand (communication, literature, etc.):
  - Number of possible points
  - Number of points earned by the student
- The following information for the ACT and Michigan constructed response items:
  - Ratings (constructed response score points)
  - Comment and condition codes

NOTE: Some items did not translate well to Braille, and were omitted from the Braille version.

NOTE: Where students participated in the "other" administration, no strand scores or constructed response information is presented because of differences in meaning and possible points across administrations.

MICHIGAN Department of Education

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

STUDENT ROSTER

DRAFT

Grade 11
Spring 2007
ENGLISH LANGUAGE ARTS

A

mme Michigan Merit Examination

Teacher Name: LAST, FIRST
Class/Group: 1234
School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

	Reading						Writing							Total ELA	
										ACT Writing		Michigan Writing			
	Scale Score	Performance Level	Communication	Literature	Genre and Craft	Understanding	Scale Score	Performance Level	Communication	Rating	Comment/ Condition Codes	Rating	Comment/ Condition Codes	Scale Score	Performance Level
Initial Administration															
Possible Points			70	40	60	5			75	12		6	6		
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	954	4	35	22	12	2	1017	4	34	5		2	2	986	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1150	1	67	38	56	5	1200	1	73	12		6	6	8	1175	1
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	954	4	22	14	23	1	1017	4	34	0	01	2	1	1,4	986	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1017	4	33	15	24	1	954	4	22	4		1	1		986	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1217	1	70	38	57	4	1154	1	67	11		5	5		1186	1
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1154	1	67	36	58	5	1217	1	70	12		5	5		1186	1
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1117	2	56	27	45	3	1154	1	67	11	26,35,55,66	5	5		1136	2
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	954	4	21	12	24	1	1117	2	62	9		0	0		1036	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1117	2	46	27	46	4	954	4	22	4		0	0	A	1036	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	994	4	23	14	22	2	1117	2	62	9	30,40,50,60	4	4		1056	3
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1117	2	57	27	46	3	1150	1	68	10		5	5		1134	2
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	984	4	34	13	13	1	1107	2	60	8		4	4	8	1046	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	997	4	32	14	12	1	1024	4	36	4		2	2		1011	4
No. of Students Assessed = 9,999															

B

C

Performance Level	Scale Score Range
1 - Exceeded Michigan Standards	(XXXX-XXXX)
2 - Met Michigan Standards	(XXXX-XXXX)
3 - Basic	(XXXX-XXXX)
4 - Apprentice	(XXX-XXXX)

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MICHIGAN Department of Education

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

STUDENT ROSTER

DRAFT

Grade 11
Spring 2007
ENGLISH LANGUAGE ARTS

A

mme Michigan Merit Examination

Teacher Name: LAST, FIRST
Class/Group: 1234
School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

	Reading						Writing							Total ELA	
										ACT Writing		Michigan Writing			
	Scale Score	Performance Level	Communication	Literature	Genre and Craft	Understanding	Scale Score	Performance Level	Communication	Rating	Comment / Condition Codes	Ratings	Comment / Condition Codes	Scale Score	Performance Level
Make-Up Administration															
Possible Points			68	42	60	5			75	12		6	6		
Lastnamexxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1088	3	44	25	31	2	1099	3	41	0	01	2	2	1,4	1094	3
No. of Students Assessed = 9,999															
Accommodated Administration															
Possible Points			68	40	62	5			75	12		6	6		
Lastnamexxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1250	1	68	40	62	5	1250	1	67	12	26,35,55,66	6	6	6	1250	1
No. of Students Assessed = 9,999															
Other Administration															
Lastnamexxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1107	2					1144	2						1126	2
No. of Students Assessed = 9,999															

B

C

Performance Level / **Scale Score Range**
1 - Exceeded Michigan Standards (XXXX-XXXX)
2 - Met Michigan Standards (XXXX-XXXX)
3 - Basic (XXXX-XXXX)
4 - Apprentice (XXX-XXXX)

Page 2

Spring 2007 Run Date:05/01/07 batchxxx-dstschcode-0000000

MICHIGAN Department of Education

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

STUDENT ROSTER

DRAFT

Grade 11
Spring 2007
SOCIAL STUDIES

A

mme Michigan Merit Examination

Teacher Name: LAST, FIRST
Class/Group: 1234
School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

	Scale Score	Performance Level	Strand						Constructed Response		
			History	Geography	Civics	Economics	Inquiry	Decision Making	Ratings		Comment / Condition Codes
Initial Administration											
Possible Points			10	10	10	10	6	10	5	5	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1225	1	9	9	9	9	5	9	4	4	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1090	3	6	6	6	6	4	6	3	3	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	975	4	4	4	4	4	1	10	5	5	1,2,3,4,5
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1075	3	5	5	5	5	4	5	3	3	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1127	2	7	7	7	7	4	7	3	3	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1202	1	10	10	10	10	6	10	5	5	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	998	4	3	3	3	3	2	3	3	3	C
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1080	3	6	6	6	6	4	6	3	3	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1199	1	8	8	8	8	5	8	4	4	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1042	4	4	4	4	4	2	4	1	1	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1000	4	5	5	5	5	3	5	2	2	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1082	3	7	7	7	7	2	2	1	1	5
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	972	4	3	3	3	3	2	3	1	1	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1099	3	6	6	6	6	1	6	3	3	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1049	4	5	5	5	5	3	5	2	2	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1150	1	7	7	7	7	5	7	5	5	

B

C

	Scale Score	Performance Level	Strand						Constructed Response		
			History	Geography	Civics	Economics	Inquiry	Decision Making	Ratings		Comment / Condition Codes
Initial Administration (cont.)											
Possible Points			10	10	10	10	6	10	5	5	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1199	1	9	9	10	8	6	9	4	5	
No. of Students Assessed = 9,999											
Make-Up Administration											
Possible Points			12	12	10	10	6	10	5	5	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1103	2	9	6	8	9	5	7	3	4	
No. of Students Assessed = 9,999											
Accommodated Administration											
Possible Points			10	10	11	9	6	10	5	5	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1145	2	6	7	8	6	6	8	4	4	
No. of Students Assessed = 9,999											
Other Administration											
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1149	2									
No. of Students Assessed = 9,999											

Performance Level
1 - Exceeded Michigan Standards
2 - Met Michigan Standards
3 - Basic
4 - Apprentice

Scale Score Range
(XXXX-XXXX)
(XXXX-XXXX)
(XXXX-XXXX)
(XXX-XXXX)

Page 1

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Mathematics and Science Student Rosters

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student scores for each strand and benchmark assessed within each content area. This report may include multiple pages to report all strands and benchmarks. Page numbers are printed in the center at the bottom of each report page. Sample mathematics and science student rosters are presented on the following two pages.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the content area. The teacher name, class/group code, the school name and code, and the district name and code are also provided.

Section B lists each student's name followed by their Unique Identification Code (UIC) and Date of Birth (DOB). The list of students is broken out by the administration in which they participated: Initial, Makeup, Accommodated, or Other (the emergency administration or any combination of multiple administrations). The number of students participating in each administration is also reported.

Section C provides the following information for mathematics or science, detailed by student:

- Scale score
- Performance level
- The following information by strand:
    - Number of possible points
    - Number of points earned by the student

NOTE: Some items did not translate well to Braille, and were omitted from the Braille version.

NOTE: Where students participated in the "other" administration, no strand scores are presented because of differences in meaning and possible points across administrations.

MICHIGAN Department of Education

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

STUDENT ROSTER

DRAFT

Grade 11
Spring 2007
MATHEMATICS

A

mme Michigan Merit Examination

Teacher Name: LAST, FIRST
Class/Group: 1234
School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

	Scale Score	Performance Level	Strand: Pattern/Functions	Geometry/Meas	Analysis & Stats	Numeration	Algebra/Analysis	Probability/Discre
Initial Administration								
Possible Points			15	40	20	20	40	10
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1000	4	4	9	4	4	9	2
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1057	3	6	16	9	9	16	5
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	954	4	4	8	3	3	8	3
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1077	3	5	17	8	8	17	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1104	2	10	24	13	13	24	7
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1157	1	13	33	18	18	33	10
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	954	4	2	10	2	2	10	1
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1077	3	5	13	8	8	13	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1154	1	13	31	19	19	31	9
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	957	4	4	7	4	4	7	3
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	954	4	4	8	5	5	8	2
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1057	3	7	15	8	8	15	5
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	954	4	4	8	4	4	8	2
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1057	3	9	13	8	8	13	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	954	4	3	7	5	5	7	1
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1157	1	13	37	15	15	37	8

	Scale Score	Performance Level	Strand: Pattern/Functions	Geometry/Meas	Analysis & Stats	Numeration	Algebra/Analysis	Probability/Discre
Initial Administration (cont.)								
Possible Points			15	40	20	20	40	10
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1088	3	5	19	6	5	7	3
No. of Students Assessed = 9,999								
Make-Up Administration								
Possible Points			16	38	21	20	40	10
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1117	2	12	30	16	14	29	6
No. of Students Assessed = 9,999								
Accommodated Administration								
Possible Points			16	38	21	20	40	10
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1100	2	16	30	14	16	28	7
No. of Students Assessed = 9,999								
Other Administration								
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1117	2						
No. of Students Assessed = 9,999								

B

C

C

B

Performance Level	Scale Score Range
1 - Exceeded Michigan Standards	(XXXX-XXXX)
2 - Met Michigan Standards	(XXXX-XXXX)
3 - Basic	(XXXX-XXXX)
4 - Apprentice	(XXX-XXXX)

Page 1

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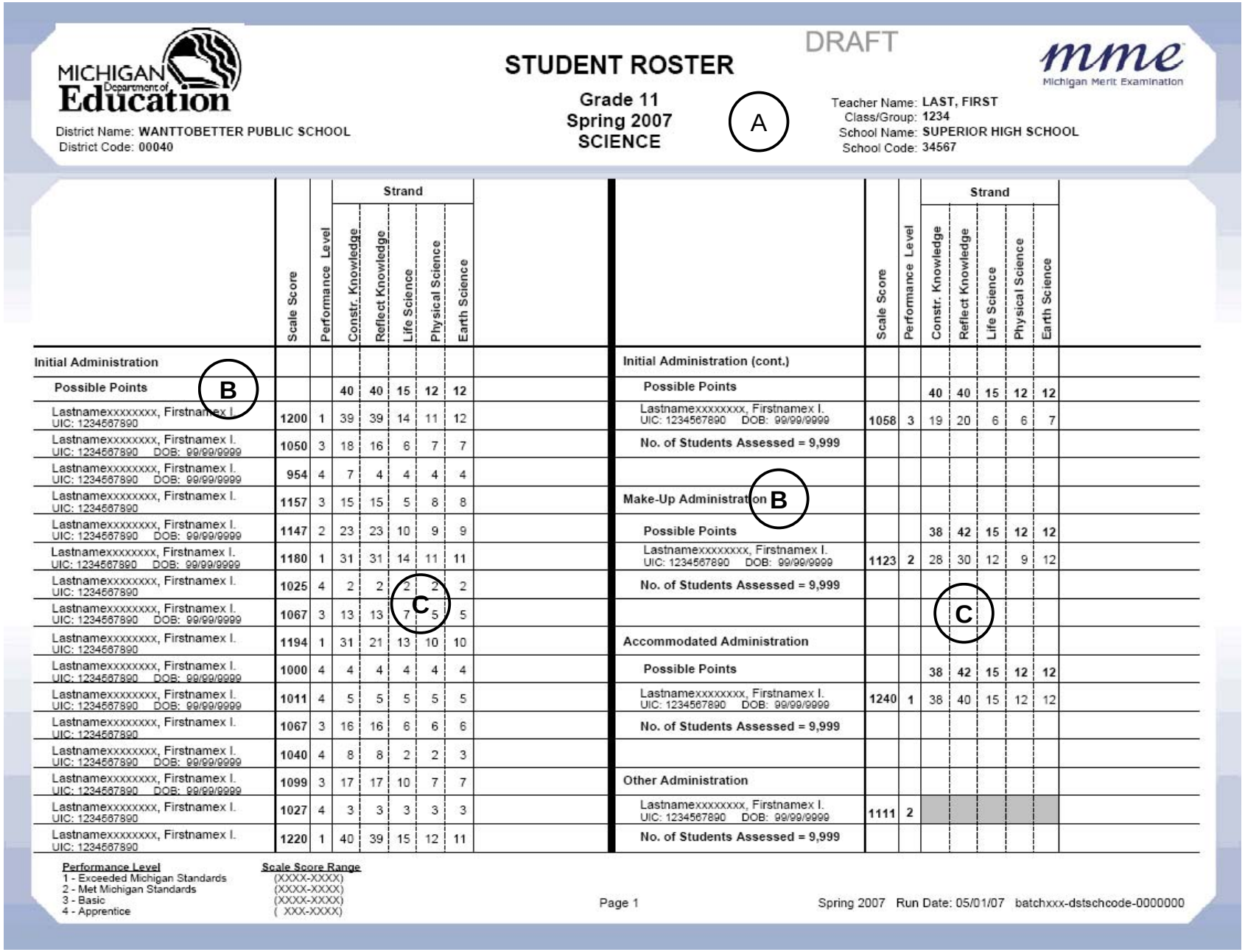


MICHIGAN Department of Education

DRAFT

STUDENT ROSTER

mme Michigan Merit Examination

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

Grade 11
Spring 2007
SCIENCE

A

Teacher Name: LAST, FIRST
Class/Group: 1234
School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

	Scale Score	Performance Level	Strand: Constr. Knowledge	Reflect Knowledge	Life Science	Physical Science	Earth Science
Initial Administration							
Possible Points			40	40	15	12	12
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1200	1	39	39	14	11	12
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1050	3	18	16	6	7	7
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	954	4	7	4	4	4	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1157	3	15	15	5	8	8
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1147	2	23	23	10	9	9
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1180	1	31	31	14	11	11
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1025	4	2	2	2	2	2
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1067	3	13	13	7	5	5
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1194	1	31	21	13	10	10
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1000	4	4	4	4	4	4
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1011	4	5	5	5	5	5
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1067	3	16	16	6	6	6
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1040	4	8	8	2	2	3
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1099	3	17	17	10	7	7
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1027	4	3	3	3	3	3
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1220	1	40	39	15	12	11

	Scale Score	Performance Level	Strand: Constr. Knowledge	Reflect Knowledge	Life Science	Physical Science	Earth Science
Initial Administration (cont.)							
Possible Points			40	40	15	12	12
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1058	3	19	20	6	6	7
No. of Students Assessed = 9,999							
Make-Up Administration							
Possible Points			38	42	15	12	12
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1123	2	28	30	12	9	12
No. of Students Assessed = 9,999							
Accommodated Administration							
Possible Points			38	42	15	12	12
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1240	1	38	40	15	12	12
No. of Students Assessed = 9,999							
Other Administration							
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1111	2					
No. of Students Assessed = 9,999							

B

C

B

C

Performance Level
1 - Exceeded Michigan Standards
2 - Met Michigan Standards
3 - Basic
4 - Apprentice

Scale Score Range
(XXXX-XXXX)
(XXXX-XXXX)
(XXXX-XXXX)
(XXX-XXXX)

Page 1

Spring 2007 Run Date: 05/01/07 batchxxx-dstschcode-0000000

Student Record Label

A Student Record Label is provided for each student assessed during the Spring 2007 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, student's state Unique Identification Code Number (UIC#), the District Student ID Number if provided by the school during the student pre-ID process, date of birth, gender, ethnicity code, grade level when the assessment was administered and the MME administration cycle.

Section C contains MME **Subject** areas assessed, the scale score (**SS**) received, and the **Performance Level** the student attained in each subject area.

Level **1** – Exceeded Michigan Standards
Level **2** – Met Michigan Standards
Level **3** – demonstrated Basic knowledge and skills of Michigan standards
Level **4** – considered to be at an Apprentice level, demonstrating little success in meeting Michigan standards

Lastnamexxxxxxxxx, Firstnamex I.

12345 DISTRICT NAME
54321 SCHOOL NAME
(A)

UIC# 1234567890
STU# 0123456789
DOB- MM/DD/YY
Gender-M
Ethnic-1 (B)
Grade-12

Spring 2007
MME LOGO

Subject	Scale Score	Performance Level
ELA Total		
• Reading		
• Writing	(C)	
Mathematics		
Science		
Social Studies		

Michigan Merit Examination

Parent Report

The intent of the Parent Report is to provide a summary description of their student's performance in each content area assessed on the MME. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Section A identifies the title of the report, the grade level the student was in when the assessment was administered, the assessment cycle, the district name and code, and the school name and code where the student was enrolled at the time the assessment was administered.

Section B provides the name and state Unique Identification Code (UIC) of the student.

Section C provides general description of the performance levels reported for individual subjects.

Section D provides information to parents about how to interpret and use this report.

Section E provides a letter to parents from Michigan's Superintendent of Public Instruction concerning their students' academic achievement on the MME.

Section F provides a summary of students' academic achievement on the MME including scale scores and performance levels for each subject.

Section G provides blank space for address labels so that the parent reports can be mailed to students' homes.

Section H describes the multiple components of the MME.

Section I provides information about the Michigan Promise Scholarship and assistance in interpreting the report.

Sections J1-J5 describes how the student performed in each content area, on each content area strand, and the total points possible for the strand. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to Michigan standards. For example, if a student received a Level 2 on the MME mathematics assessment, that student has "Met" Michigan standards.

Section K describes students' overall ELA performance, which is the average of the reading and writing performance.

Section L provides students' results on the ACT assessments.

Section M provides students' results on the WorkKeys assessments.

Please Note:

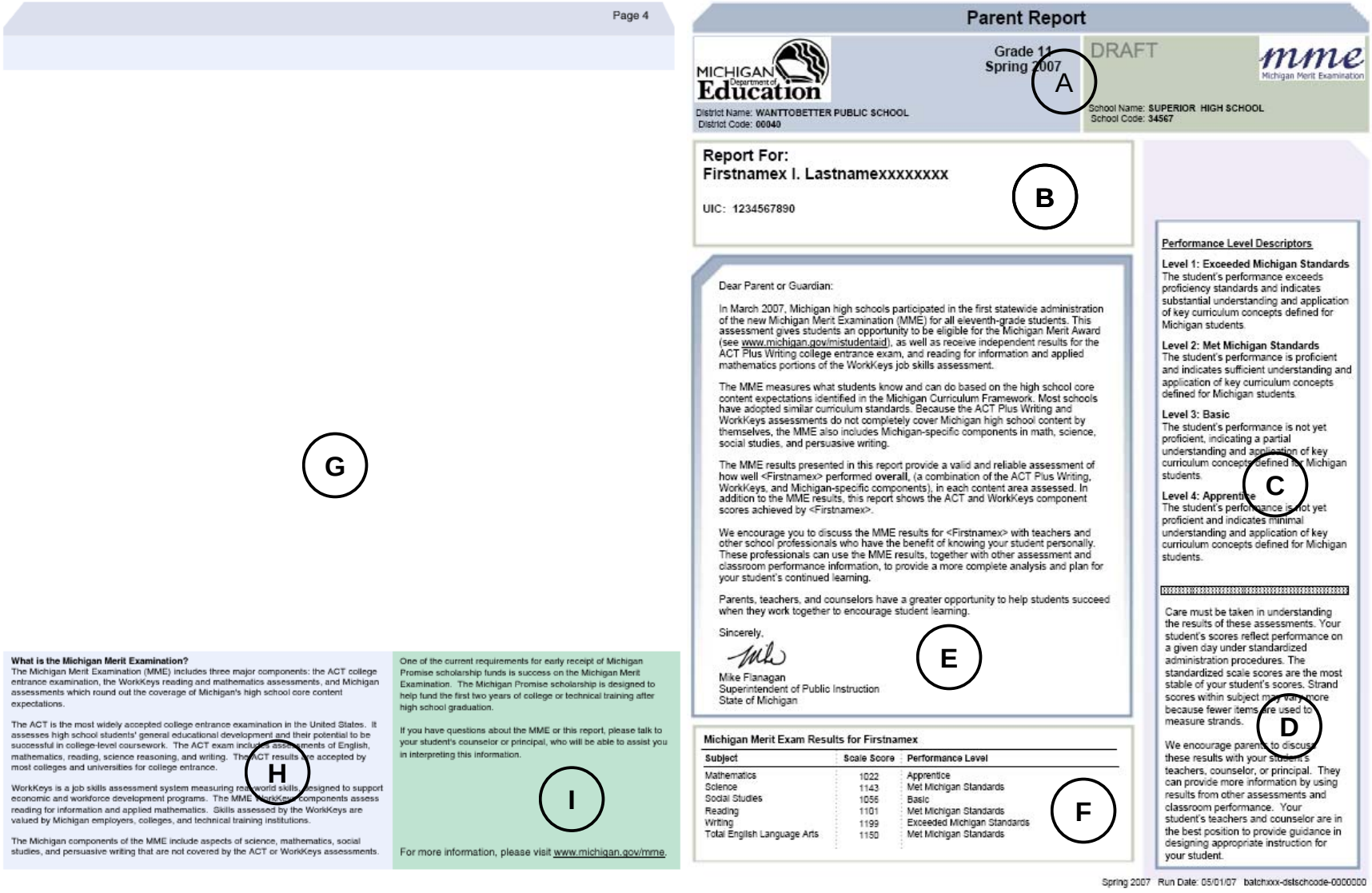
The MME results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.

Student scores for strands are also provided in these Parent Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

A very small number of parent reports may have large standard errors of measurement around students' scores on the graphs printed on the inside pages. Some of the standard errors may be so large that they cross several performance levels. These will be limited to: (1) students scoring at the very highest and very lowest score, and (2) students with scores lower than would be expected if the students were randomly guessing on the multiple choice items. There are a couple of technical reasons for this inherent in the psychometric model being used for the MME. The standard errors for those students reflect the uncertainty in those students' scores, but for that small group of students, the standard errors are too large. It is clear that students scoring at the very top of the scale are in the "exceeded" performance level and that students scoring near the bottom of the scale are in the "apprentice" performance level.

Michigan Merit Examination



Page 4

G

What is the Michigan Merit Examination?
The Michigan Merit Examination (MME) includes three major components: the ACT college entrance examination, the WorkKeys reading and mathematics assessments, and Michigan assessments which round out the coverage of Michigan's high school core content expectations.

The ACT is the most widely accepted college entrance examination in the United States. It assesses high school students' general educational development and their potential to be successful in college-level coursework. The ACT exam includes assessments of English, mathematics, reading, science reasoning, and writing. The ACT results are accepted by most colleges and universities for college entrance.

H

WorkKeys is a job skills assessment system measuring real-world skills designed to support economic and workforce development programs. The MME WorkKeys components assess reading for information and applied mathematics. Skills assessed by the WorkKeys are valued by Michigan employers, colleges, and technical training institutions.

The Michigan components of the MME include aspects of science, mathematics, social studies, and persuasive writing that are not covered by the ACT or WorkKeys assessments.

One of the current requirements for early receipt of Michigan Promise scholarship funds is success on the Michigan Merit Examination. The Michigan Promise scholarship is designed to help fund the first two years of college or technical training after high school graduation.

If you have questions about the MME or this report, please talk to your student's counselor or principal, who will be able to assist you in interpreting this information.

I

For more information, please visit www.michigan.gov/mme.

Parent Report

MICHIGAN Department of Education

Grade 11
Spring 2007

A

DRAFT

mme Michigan Merit Examination

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

Report For:
Firstnamex I. Lastnamexxxxxxxx

UIC: 1234567890

B

Dear Parent or Guardian:

In March 2007, Michigan high schools participated in the first statewide administration of the new Michigan Merit Examination (MME) for all eleventh-grade students. This assessment gives students an opportunity to be eligible for the Michigan Merit Award (see www.michigan.gov/mistudentaid), as well as receive independent results for the ACT Plus Writing college entrance exam, and reading for information and applied mathematics portions of the WorkKeys job skills assessment.

The MME measures what students know and can do based on the high school core content expectations identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. Because the ACT Plus Writing and WorkKeys assessments do not completely cover Michigan high school content by themselves, the MME also includes Michigan-specific components in math, science, social studies, and persuasive writing.

The MME results presented in this report provide a valid and reliable assessment of how well <Firstnamex> performed overall, (a combination of the ACT Plus Writing, WorkKeys, and Michigan-specific components), in each content area assessed. In addition to the MME results, this report shows the ACT and WorkKeys component scores achieved by <Firstnamex>.

We encourage you to discuss the MME results for <Firstnamex> with teachers and other school professionals who have the benefit of knowing your student personally. These professionals can use the MME results, together with other assessment and classroom performance information, to provide a more complete analysis and plan for your student's continued learning.

Parents, teachers, and counselors have a greater opportunity to help students succeed when they work together to encourage student learning.

Sincerely,

E

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

Michigan Merit Exam Results for Firstnamex

Subject	Scale Score	Performance Level
Mathematics	1022	Apprentice
Science	1143	Met Michigan Standards
Social Studies	1056	Basic
Reading	1101	Met Michigan Standards
Writing	1199	Exceeded Michigan Standards
Total English Language Arts	1150	Met Michigan Standards

F

Performance Level Descriptors

Level 1: Exceeded Michigan Standards
The student's performance exceeds proficiency standards and indicates substantial understanding and application of key curriculum concepts defined for Michigan students.

Level 2: Met Michigan Standards
The student's performance is proficient and indicates sufficient understanding and application of key curriculum concepts defined for Michigan students.

Level 3: Basic
The student's performance is not yet proficient, indicating a partial understanding and application of key curriculum concepts defined for Michigan students.

C

Level 4: Apprentice
The student's performance is not yet proficient and indicates minimal understanding and application of key curriculum concepts defined for Michigan students.

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The standardized scale scores are the most stable of your student's scores. Strand scores within subject may vary more because fewer items are used to measure strands.

D

We encourage parents to discuss these results with your student's teachers, counselor, or principal. They can provide more information by using results from other assessments and classroom performance. Your student's teachers and counselor are in the best position to provide guidance in designing appropriate instruction for your student.

Spring 2007 Run Date: 05/01/07 batchxxx-dstschcode-0000000

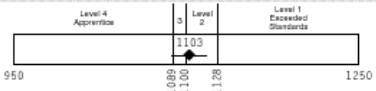
Michigan Merit Examination

Firstnamex I. Lastnamexxxxxxxx
UIC: 1234567890

Mathematics, Science, and Social Studies

Page 2

MME Mathematics: Your student's mathematics scale score is reported on the graph below.



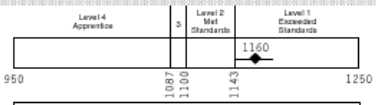
Mathematics Strands	Points Earned	Points Possible	% Correct
Patterns, Relations, Functions	11	15	73%
Geometry and Measurement	11	25	44%
Data Analysis and Statistics	2	25	8%
Number Sense and Numeration	10	10	100%
Numbers, Algebra & Analysis	11	50	22%
Probability and Discrete Math	3	10	30%

The goal of mathematics education is for all students to develop mathematical power to participate fully as citizens and workers in our contemporary world. High school mathematics includes (a) the study of patterns, relationships, and functions; (b) geometry and measurement; (c) data analysis and statistics; (d) number sense and numeration; (e) numerical and algebraic operations, and analytical thinking; and (f) probability and discrete mathematics.

A STUDENT WHO **MET STANDARDS:**
Demonstrated mathematical skills, showed an understanding of concepts, and solved problems consistent with the high school expectations.

J1

MME Science: Your student's science scale score is reported on the graph below.



Science Strands	Points Earned	Points Possible	% Correct
Construct Scientific Knowledge	37	40	93%
Reflect Scientific Knowledge	8	12	67%
Use Life Science Knowledge	4	24	17%
Use Physical Science Knowledge	3	20	15%
Use Earth Science Knowledge	5	20	25%

Science and technology occupy ever-expanding places in our everyday lives. In a complex scientific and technical world, students need to (a) acquire knowledge about the earth, life, and physical sciences; (b) think scientifically and use scientific knowledge to make decisions about problems; (c) construct knowledge through research, reading, and discussion; (d) be familiar with the natural world and respectful of its unity, diversity, and fragility; (e) make informed judgments on scientific issues; and (f) reflect in an informed way on the role of science in human affairs.

A STUDENT WHO **EXCEEDED STANDARDS:**
Designed, conducted, and critiqued investigations based on abstract questions, manipulated and adjusted scientific variables, and had a thorough integrated knowledge of the life, earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school.
www.michigan.gov/documents/Updated_Science_Benchmarks_27030_7.pdf

J2

MME Social Studies: Your student's social studies scale score is reported on the graph below.

Social Studies Strands	Points Earned	Points Possible	% Correct
History	1	10	10%
Geography	1	10	10%
Civics	1	10	10%
Economics	1	10	10%
Inquiry	5	6	83%
Discourse & Decision Making	1	10	10%

The goal of social studies is to prepare students to be responsible citizens. Responsible citizens demonstrate knowledge of history, civics and government, economics, and geography, as well as have the ability to apply this knowledge to everyday life. Thinking skills developed within the Social Studies curriculum must be practiced and applied as a way to maintain our constitutional democracy, to respect core civic values, and to understand the global connections of modern society. High school students need to evaluate different viewpoints when making decisions about public concerns, and have the ability to express their conclusions in writing in a clear and organized manner.

A STUDENT WHO PERFORMED AT THE **APPRENTICE** LEVEL:
Had difficulty in recalling, understanding, and using social studies information and concepts without the assistance of a teacher, and could state their opinions on issues of public policy, but faced difficulty in supporting their positions with data or core democratic values.
(See www.michigan.gov/socialstudies)

J3

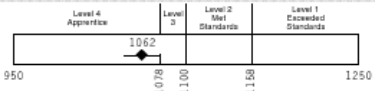
What is Standard Error of Measurement (◆)?
The diamond indicates your student's scale score for the tested subject. This is your student's overall subject scale score and is used to determine the level your student achieved. The horizontal bar indicates the Standard Error of Measurement. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.

Firstnamex I. Lastnamexxxxxxxx
UIC: 1234567890

English Language Arts

Page 3

MME Reading: Your student's reading scale score is reported on the graph below.



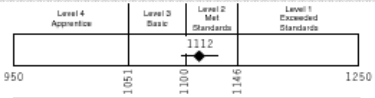
Reading Domains	Points Earned	Points Possible	% Correct
Meaning and Communication	11	40	28%
Literature	3	12	25%
Genre and Craft of Language	6	20	30%
Depth of Understanding	3	8	38%

The MME Reading assessment includes results from the ACT Reading and WorkKeys Reading for Information tests. The combined results from both tests provide information about student ability to comprehend what is stated by the text, as well as to draw conclusions, comparisons, and generalizations. The WorkKeys test measures "real world" skills that people use when they read and use written texts in order to do a job. These texts include memos, letters, directions, notices, bulletins, policies and regulations.

A STUDENT WHO PERFORMED AT THE **APPRENTICE** LEVEL:
Demonstrated partial ability to read for understanding, and exhibited limited ability to draw conclusions, comparisons, and generalizations even when the information was stated directly in the text.

J4

MME Writing: Your student's writing scale score is reported on the graph below.



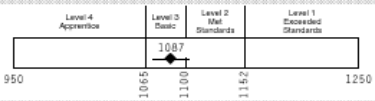
Writing Domains	Points Earned	Points Possible	% Correct
Meaning and Communication	38	99	38%

The MME Writing assessment includes results from the ACT English and Writing tests, along with a persuasive writing sample based on an issue upon which the student is required to take and defend a position on a public policy issue. The combined results from all three tests provide information about student understanding of the conventions of standard written English and the ability to produce a direct sample of writing.

A STUDENT WHO **MET STANDARDS:**
Demonstrated the ability to write in a clear and focused manner, using organized and developed details and language that enhances meaning and effectiveness; and showed a good command of language that supports meaning, with few errors to distract the reader.

J5

MME Total English Language Arts: Your student's Total English Language Arts scale score is reported on the graph below.



The ELA score is a combination of the student's reading and writing scores.

K

ACT:

Component	Score	Component	Score
English	22	Composite	28
Mathematics	24	English/Writing	28
Reading	26	Writing	11
Science	41		

Students took the ACT as one part of the MME. The ACT consists of four multiple-choice tests (English, Mathematics, Reading, and Science) and a Writing test. All questions on the ACT measure content from the Michigan Curriculum Framework. In addition, the ACT provides a measure of college readiness. The four multiple-choice ACT tests are scored on a scale of 1 to 36. The ACT Composite score is the average of the four multiple-choice tests. The ACT Writing Test is scored on a range of 2-12. An English/Writing score is also provided on a scale of 1 to 36 and is based on the ACT English Test and the ACT Writing Test.

A student who met ACT's College Readiness Benchmarks is generally ready to succeed in first-year college-level work. The Benchmark scores are: 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

L

WorkKeys:

Component	Level Score
Reading for Information	3
Applied Mathematics	4

WorkKeys Reading for Information and Applied Mathematics assess the foundational skills needed for virtually any job. The assessments measure portions of the content in the Michigan Curriculum Framework.

The Level Scores reported for the WorkKeys tests range from 3-7. Level 3 is the lowest level of complexity and Level 7 is the highest level of complexity. Each level is built on the previous one, so a score at Level 5 means the test taker has successfully met the requirements of Levels 3 and 4. The test scores relate to the skill ranges and how the test take performs relative to the ranges. Additional information on the WorkKeys Foundational Skills Assessments can be located at http://www.act.org/workkeys/assess/foundational.html.

M

Michigan Merit Examination

Individual Student Report

The intent of the Individual Student Report is to provide detailed performance information about individual students to teachers and other school personnel. A sample individual student report is presented on the following page.

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code and the school name and code.

Section B contains the student demographic information provided by the school during the student pre-ID process: student name, local district student ID number, date of birth, the student's state Unique Identification Code (UIC), and subgroup classifications for English Language Learner, formerly LEP, special education, gender, and ethnicity.

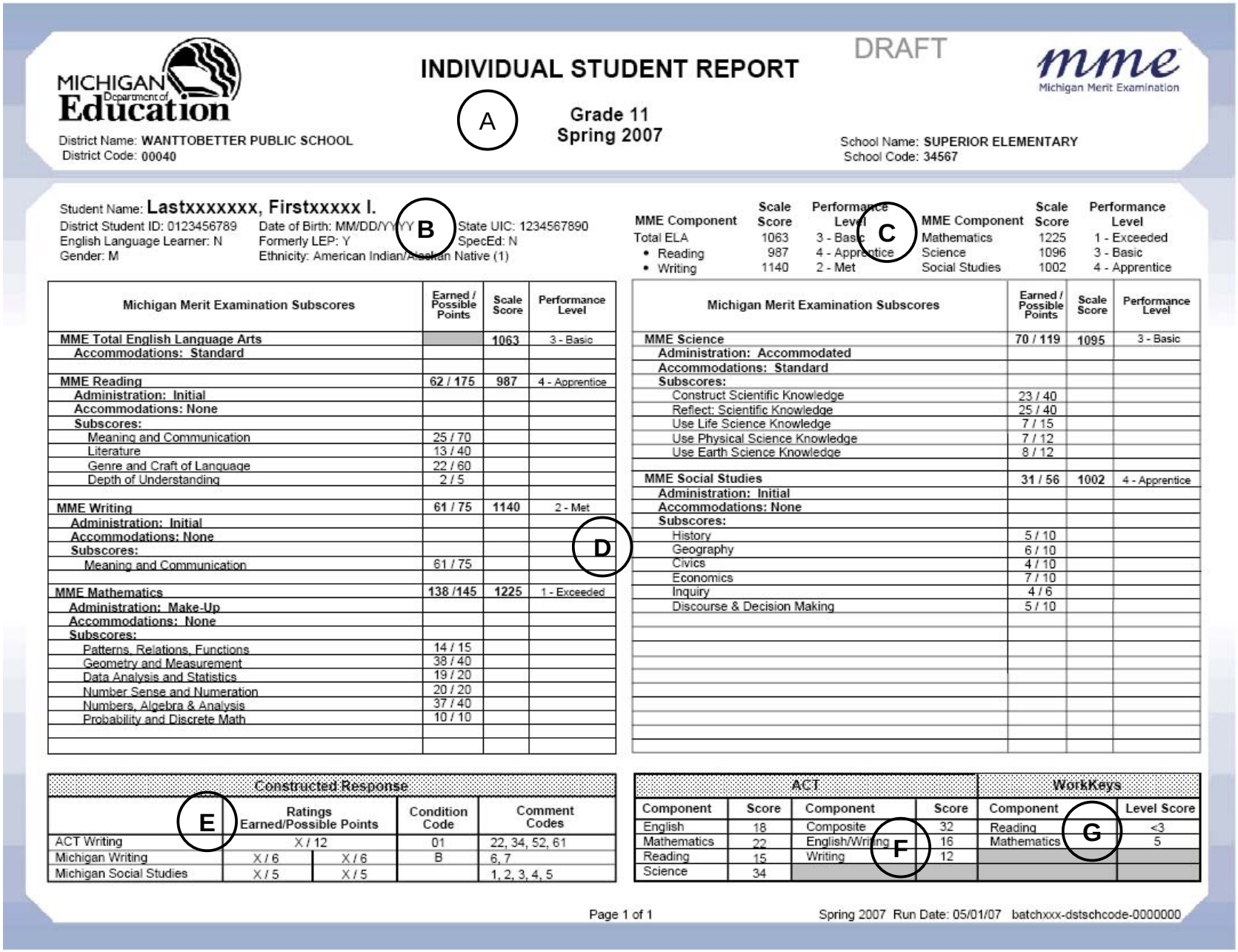
Section C contains **MME Components** (or subjects) the student took, the **Scale Score** received, and the **Performance Level** the student attained in each area.

Section D provides individual student data for each MME subject area, which administration the student tested in, whether the student had accommodations, subscores within the subjects. It includes the possible points and points earned, scale score and performance level.

Section E displays the student's scores on the constructed response portions of the MME, including the ACT writing prompt, and the Michigan social studies prompt scored for writing and social studies. It includes the points earned and possible points, condition code if applicable, and comment codes.

Section F displays the student's scores on the ACT as provided by ACT.

Section G displays the student's scores on the WorkKeys as provided by ACT.



MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

DRAFT

mme Michigan Merit Examination

A

Grade 11
Spring 2007

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

School Name: SUPERIOR ELEMENTARY
School Code: 34567

Student Name: **Lastxxxxxxx, Firstxxxxx I.**
District Student ID: 0123456789
English Language Learner: N
Gender: M
Date of Birth: MM/DD/YYYY
Formerly LEP: Y
Ethnicity: American Indian/Alaskan Native (1)
State UIC: 1234567890
SpecEd: N

B

MME Component	Scale Score	Performance Level
Total ELA	1063	3 - Basic
• Reading	987	4 - Apprentice
• Writing	1140	2 - Met

C

MME Component	Scale Score	Performance Level
Mathematics	1225	1 - Exceeded
Science	1096	3 - Basic
Social Studies	1002	4 - Apprentice

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Total English Language Arts		1063	3 - Basic
Accommodations: Standard			
MME Reading	62 / 175	987	4 - Apprentice
Administration: Initial			
Accommodations: None			
Subscores:			
Meaning and Communication	25 / 70		
Literature	13 / 40		
Genre and Craft of Language	22 / 60		
Depth of Understanding	2 / 5		
MME Writing	61 / 75	1140	2 - Met
Administration: Initial			
Accommodations: None			
Subscores:			
Meaning and Communication	61 / 75		
MME Mathematics	138 /145	1225	1 - Exceeded
Administration: Make-Up			
Accommodations: None			
Subscores:			
Patterns, Relations, Functions	14 / 15		
Geometry and Measurement	38 / 40		
Data Analysis and Statistics	19 / 20		
Number Sense and Numeration	20 / 20		
Numbers, Algebra & Analysis	37 / 40		
Probability and Discrete Math	10 / 10		

D

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Science	70 / 119	1095	3 - Basic
Administration: Accommodated			
Accommodations: Standard			
Subscores:			
Construct Scientific Knowledge	23 / 40		
Reflect: Scientific Knowledge	25 / 40		
Use Life Science Knowledge	7 / 15		
Use Physical Science Knowledge	7 / 12		
Use Earth Science Knowledge	8 / 12		
MME Social Studies	31 / 56	1002	4 - Apprentice
Administration: Initial			
Accommodations: None			
Subscores:			
History	5 / 10		
Geography	6 / 10		
Civics	4 / 10		
Economics	7 / 10		
Inquiry	4 / 6		
Discourse & Decision Making	5 / 10		

E

Constructed Response	Ratings Earned/Possible Points		Condition Code	Comment Codes
ACT Writing	X / 12		01	22, 34, 52, 61
Michigan Writing	X / 6	X / 6	B	6, 7
Michigan Social Studies	X / 5	X / 5		1, 2, 3, 4, 5

F

ACT				WorkKeys	
Component	Score	Component	Score	Component	Level Score
English	18	Composite	32	Reading	<3
Mathematics	22	English/Writing	16	Mathematics	5
Reading	15	Writing	12		
Science	34				

G

Page 1 of 1

Spring 2007 Run Date: 05/01/07 batchxxx-dstschcode-0000000

Michigan Merit Examination

Demographic Report

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each content area assessed. A sample demographic report is presented on the following two pages. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students that met or exceeded Michigan standards within each content area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are reported by school and district. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant
- Homeless

Accommodations subgroups are also reported as follows:

- Standard accommodations (all students)
- Non-standard accommodations (all students)
- Standard accommodations (for English language learners)
- Non-standard accommodations (for English language learners)

Please note the following: Students that have been enrolled in your district for less than one full academic year (LTFAY) at the time of the MME administration are not reported as a subgroup on this report. Calculation of this data for AYP purposes will be determined from the enrollment data submitted

via SRSD. LTFAY is defined by NCLB as less than three prior count days. The count days a student must be enrolled in your district are Spring 2007, Fall 2006, and Spring 2006.

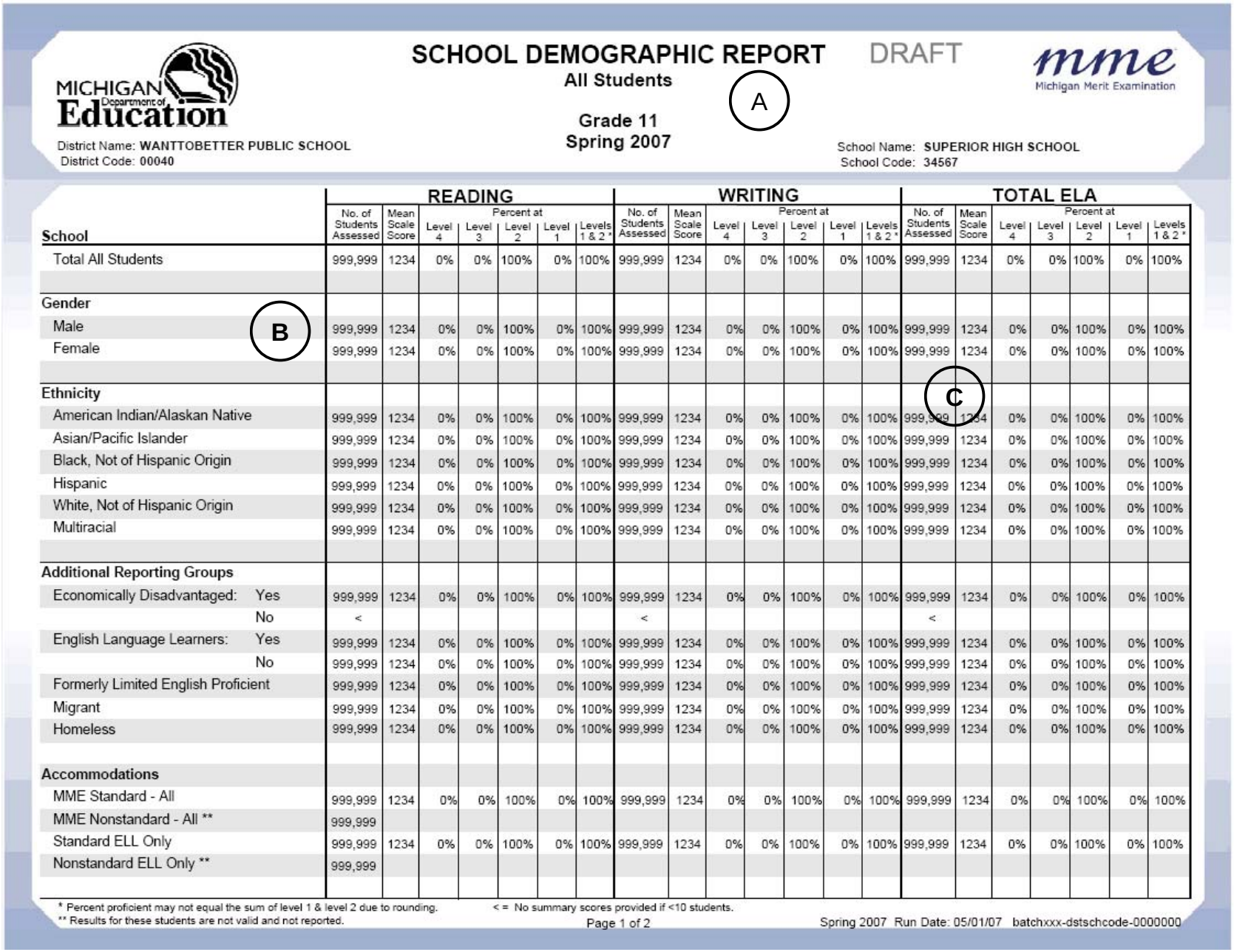
Section A identifies the title of the report, the student population included in the report, the grade level, and the assessment cycle. The district name and code and school name and code are also provided.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements. (Refer to the ethnicity definitions in the District and Building Coordinator Handbook for the Academic Year 2006-2007, page D-1, www.michigan.gov/meap for definitions.)

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students that met or exceeded Michigan standards within each content area.

This is a multiple-page report with ELA scores reported on one page and Mathematics, Science, and Social Studies scores reported on another page for each of the three student population groups:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)



MICHIGAN Department of Education

SCHOOL DEMOGRAPHIC REPORT

DRAFT

mme Michigan Merit Examination

All Students

(A)

Grade 11
Spring 2007

District Name: **WANTTOBETTER PUBLIC SCHOOL**
District Code: **00040**

School Name: **SUPERIOR HIGH SCHOOL**
School Code: **34567**

School	READING							WRITING							TOTAL ELA						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Gender																					
Male	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Female	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Ethnicity																					
American Indian/Alaskan Native	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Asian/Pacific Islander	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Black, Not of Hispanic Origin	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Hispanic	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
White, Not of Hispanic Origin	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Multiracial	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
No	<							<							<						
English Language Learners: Yes	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
No	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Formerly Limited English Proficient	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Migrant	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Homeless	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Accommodations																					
MME Standard - All	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
MME Nonstandard - All **	999,999																				
Standard ELL Only	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Nonstandard ELL Only **	999,999																				

(B)

(C)

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
** Results for these students are not valid and not reported.
< = No summary scores provided if <10 students.

Page 1 of 2

Spring 2007 Run Date: 05/01/07 batchxxx-dstschcode-0000000

MICHIGAN Department of Education

SCHOOL DEMOGRAPHIC REPORT

DRAFT

mme Michigan Merit Examination

All Students

Grade 11
Spring 2007

A

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

School	MATHEMATICS							SCIENCE							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Gender																					
Male	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Female	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Ethnicity																					
American Indian/Alaskan Native	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Asian/Pacific Islander	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Black, Not of Hispanic Origin	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Hispanic	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
White, Not of Hispanic Origin	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Multiracial	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
No	<							<							<						
English Language Learners: Yes	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
No	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Formerly Limited English Proficient	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Migrant	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Homeless	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Accommodations																					
MME Standard - All	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
MME Nonstandard - All **	999,999																				
Standard ELL Only	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
Nonstandard ELL Only **	999,999																				

B

C

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
** Results for these students are not valid and not reported.
< = No summary scores provided if <10 students.

Page 2 of 2

Spring 2007 Run Date: 05/01/07 batchxxx-dstschcode-0000000

Michigan Merit Examination

Summary Report

The Summary Report provides a comparative set of mean scale score information for the grade level by content area and the percentage of students in the school/district/ISD (or for the entire state) at each performance level. A sample summary report is presented on the following two pages.

Section A identifies the title of the report, the student population included in the report, grade level, and assessment cycle. District name and code and School name and code are also provided.

Section B gives summary data for each content area, including number of students assessed, mean scale score, mean scale score margin of error[1], percentage of students attaining each performance level, and percentage of students that met or exceeded Michigan standards within each content area.

Section C gives summary data for each standard or benchmark within each strand. The summary data reported includes the descriptor for each benchmark, the number of students assessed, the mean points earned, the total number of points possible, and the percentage of students earning each point value.

Section D gives summary data about ACT writing prompt scores including mean scores, frequencies of individual scores, and frequencies with which students were assigned specific condition codes.

Section E gives summary data about the Michigan developed persuasive civic writing prompt as scored for social studies and writing content. It includes mean scores, frequencies of individual scores, and frequencies with which students were assigned specific condition codes and comment codes.

NOTE: Separate pages for sections C, D, and E will be provided for each administration (initial, makeup, and accommodated). Students who took the emergency form, or a combination of forms are not reported in sections C, D, and E.

[1] Scale score margin or error is equivalent to the Mean score ±2 standard errors of the mean. This is the likely range within which the true average scale score would fall for the students listed on this report.

MICHIGAN Department of Education

SCHOOL SUMMARY REPORT

DRAFT

All Students

Grade 11
Spring 2007

A

mme Michigan Merit Examination

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		xxxx-xxxx		xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%

MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		xxxx-xxxx		xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%

B

WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		xxxx-xxxx		xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%

SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		xxxx-xxxx		xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%

TOTAL ENGLISH LANGUAGE ARTS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		xxxx-xxxx		xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%

SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		xxxx-xxxx		xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2007	<							

* Includes all administrations.
** This is the likely range within which the true mean scale score would fall for the students listed on this report.
Due to rounding, percents may not sum to 100%.

< = No summary scores provided if <10 students.

Spring 2007 Run Date: 05/01/07 batchxxx-dstschcode-0000000

MICHIGAN Department of Education

SCHOOL SUMMARY REPORT

DRAFT

All Students

Grade 11
Spring 2007
Initial Administration

mme Michigan Merit Examination

District Name: **WANTTOBETTER PUBLIC SCHOOL**
District Code: **00040**

School Name: **SUPERIOR HIGH SCHOOL**
School Code: **34567**

Strand/Domain	No. of Students Assessed	Mean Points	Possible Points	Percent of Students Scoring in Each Raw Score Range										
Reading				**0**	**1-10**	**11-20**	**21-30**	**31-40**	**41-50**	**51-60**	**61-70**			
Meaning and Communication	999,999	2.0	70	0	0	100	0	0	0	0	0			
Literature	999,999	14.1	40	0	0	0	100	0						
Genre and Craft of Language	999,999	11.2	60	0	0	0	0	100	0	0				
Depth of Understanding	999,999	13.2	5	0	100									
Writing				**0**	**1-10**	**11-20**	**21-30**	**31-40**	**41-50**	**51-60**	**61-70**	**71-80**	**81-90**	**91-99**
Meaning and Communication	999,999	65.3	75	0	3	4	15	11	12	18	22	7	6	2
Mathematics				**0**	**1-5**	**6-10**	**11-15**	**16-20**	**21-25**	**26-30**	**31-35**	**36-40**		
Patterns, Relations, Functions	999,999	7.1	15	15	35	25	10							
Geometry and Measurement	999,999	22.6	40	0	25	10	15	10	0	5	25	10		
Data Analysis and Statistics	999,999	12.6	20	15	20	25	32	8						
Number Sense and Numeration	999,999	7.8	20	30	35	20	8	7						
Numbers, Algebra & Analysis	999,999	6.3	40	15	10	25	0	10	0	10	20	10		
Probability and Discrete Math	999,999	23.5	10	12	3	6								
Science				**0**	**1-5**	**6-10**	**11-15**	**16-20**	**21-25**	**26-30**	**31-35**	**36-40**		
Construct Scientific Knowledge	999,999	24.6	40	3	7	15	5	20	0	33	15	2		
Reflect: Scientific Knowledge	999,999	17.2	40	7	3	14	6	30	0	33	6	0		
Use Life Science Knowledge	999,999	9.4	15	27	23	33	17							
Use Physical Science Knowledge	999,999	3.1	12	30	27	22	18							
Use Earth Science Knowledge	999,999	6.3	12	25	32	21	12							
Social Studies				**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
History	999,999	4.2	10	5	33	12	5	27	7	6	4	0	0	1
Geography	999,999	2.6	10	10	11	27	15	25	0	2	7	0	2	1
Civics	999,999	3.5	10	20	12	8	20	15	21	0	0	3	1	0
Economics	999,999	1.9	10	20	29	31	1	3	6	0	3	5	1	1
Inquiry	999,999	2.7	6	22	18	20	7	22	10	1				
Discourse & Decision Making	999,999	1.7	10	6	12	18	22	17	11	7	3	2	1	1

ACT Constructed Response

	Mean Score	Percentage of Student Responses Receiving Each Score Point											Number of Students Receiving Condition Codes	
		2	3	4	5	6	7	8	9	10	11	12	01	02
Writing	7.4	6	12	11	15	13	8	6	7	8	4	5	999,999	999,999

Michigan Constructed Response

	Mean Score	Percentage of Student Responses Receiving Each Score Point							Number of Students Receiving Condition Codes			Number of Students Receiving Comment Codes							
		0	1	2	3	4	5	6	A	B	C	1	2	3	4	5	6	7	8
Writing	4.7	5	11	16	17	22	15	14	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999
Social Studies	3.9	5	17	15	22	19	22		999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999			

C D E

Due to rounding, percents may not sum to 100%.

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Comprehensive Report

The Comprehensive Report provides a comparative set of mean scale score information for the grade level in the entire district and for each school in the district (for a district report). For an ISD report, it provides the data for the ISD as a whole and for each district in an ISD. It also includes the percentage of students in each school at each performance level. A sample district comprehensive report is provided on the following page.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, and ISD name and code.

Section B of a district comprehensive report provides a row of data for the district, a blank row, and a row of data for each public school within the district. Each row includes the number of students assessed, the mean scale score and the percentage of students at each performance level along with the percentage of students who achieved a Level 1 or 2.

For an ISD comprehensive report, there is one row of data for the ISD, a blank row, one row for each district in the ISD, a blank row, and one row for each public charter academy in the boundaries of the ISD.

MICHIGAN Department of Education

DISTRICT COMPREHENSIVE REPORT

DRAFT

mme Michigan Merit Examination

All Students

Grade 11
Spring 2007

ISD Name: **WANTTOBETTER PUBLIC SCHOOL**
ISD Code: **00040**

A

B

	READING							WRITING							TOTAL ELA						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
DISTRICT NAME	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 1	<							<							<						
SCHOOL NAME 2	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 3	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 4	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 5	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 6	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 7	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 8	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 9	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 10	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 11	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 12	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 13	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 14	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%

Performance Level
1 & 2 – Exceeded/Met
1 - Exceeded Michigan Standards
2 - Met Michigan Standards
3 - Basic
4 - Apprentice

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
< = No summary scores provided if <10 students.

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CONTACT INFORMATION

High school administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MME administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities, or the English Language Learner (ELL) Program, please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below.

Office of Educational Assessment and Accountability

Edward Roeber, Senior Executive Director
Marilyn Roberts, Director
Joseph Martineau, Manager, General Assessment
William Brown, Coordinator, Test Development
James Griffiths, Manager, Assessment Administration and Reporting
Patricia King, Department Analyst, MME Administration and Reporting
Kyle Ward, Mathematics Consultant
Rodger Epp, Science Consultant
Ruth Isaia, Social Studies Consultant
Steven Viger, Psychometrician
Paul Bielawski, Manager, Educational Accountability
Peggy Dutcher, Manager, Assessment for Students with Disabilities Program
Phillip Chase, English Language Learners Assessment Specialist

Phone: 1-877-560-8378
Fax: 517-335-1186
Web site: www.michigan.gov/mme
E-mail: mme@michigan.gov